CHIME Institute's Schwarzenegger Community School

Serving Grades TK-8

Student/Parent Handbook

2026-2027

in collaboration with

California State University, Northridge

INTRODUCTION

The purpose of this handbook is to provide information about the CHIME Institute's Schwarzenegger Community School for our staff, students and their families. It contains important information about the school, as well as policies and procedures that are designed to ensure that the school functions as an effective *learning community.* Thus, it is important that all members of the learning community – students, teachers, parents, staff, and administrators – understand the expectations of each.

Please read this handbook carefully and refer to it throughout the school year. If you have questions about anything in the Handbook, or if something is not covered in the Handbook, please ask your child's teachers or the school Principals or Executive Director.

As our school is a place of learning, our handbook reflects this value and practice. We are always in the process of developing and refining the handbook and the policies and procedures described in it. We welcome feedback about our handbook so that we can improve it each year.

CHARTER SCHOOLS

Charter schools are public schools that have a specific mission or purpose. Individuals or groups of parents, professionals, or community members can create charter schools. These schools can be independent from normal school district and state regulations, although they must follow all laws, such as those prohibiting discrimination based on sex, gender, gender expression, age, marital status, disability, race, religion, creed, color, or national origin.

In exchange for increased flexibility and autonomy, charter schools must show that their students meet high academic standards. All charter schools in California must participate in CAASPP testing for academic achievement.

As public schools, charter schools may not charge tuition. They receive the same basic funding as other public schools from the state and federal governments, i.e., monies from the state lottery, as well as monies based upon Average Daily Attendance, referred to as ADA funding. However, much state and federal aid available to a typical public school are not available to a charter school. This is due to the autonomous design and intent of charter schools, i.e., that they are self-governed by the small community that founded them. CHIME Institute's Schwarzenegger Community School is no exception, and thus, the parental base is focused on developing an atmosphere of giving and volunteerism among our parents.

Each charter school has a charter petition, which describes the school's goals, curriculum, governance structure, employee qualifications and benefits, and other characteristics of the school. The charter petition functions as a contract between the school and the school district, which approves it. Charters are granted for a period of up to 5 years, after which they must be reviewed for renewal.

MISSION OF CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL

The mission of CHIME Institute's Schwarzenegger Community School is to create an inclusive learning community where all students, parents, and professionals appreciate and value diversity in all its forms. It will educate students to become conscientious, responsible citizens, whereby they assume the role of life-long learners as they reflect upon, and contribute to, the cultural and civic life of the community. All students will be supported to achieve high standards in both their academic and personal development through an educational program based on constructivist approaches, and designed to engage students in problem solving activities at levels appropriate to their individual needs. In collaboration with California State University, Northridge (CSUN) and the Los Angeles Unified School District (LAUSD), CHIME Institute's Schwarzenegger Community School will serve as a laboratory in which faculty and students investigate how children learn, and will serve as a resource on inclusive education for educators, parents, policy makers and others. It will serve as a demonstration site for student teachers, supervisors, practicing educators, parents, policy makers, and the community.

HISTORY

The CHIME Institute has operated a preschool inclusion program since 1987, in collaboration with the Michael D. Eisner College of Education and the Child and Family Studies Laboratory at California State University Northridge. Parents of children who attended the CHIME preschool program provided the initiative for CHIME Charter Elementary School. When their children left the CHIME preschool program, they could not find comparable inclusive programs in the community at the elementary level. They urged the CHIME Institute and the College of Education at CSUN to start a school that would be a model of inclusive education for elementary age students.

CHIME Institute became a nonprofit 501c3 organization in 1990 rooted in inclusive education, launching early childhood, preschool, and toddler programs at Cal State Northridge. Building on that foundation, CHIME Charter Elementary School opened in 2001 and CHIME Charter Middle School followed in 2003.

In 2007, the elementary school was officially renamed CHIME Institute's Schwarzenegger Community School in honor of then-Governor Arnold Schwarzenegger. That renaming served as a tribute recognizing the school's pioneering work in inclusive education and the governor's support of such initiatives.

A few years later, in 2010, CHIME merged its elementary and middle schools into a single K–8 campus, and the combined school retained the Schwarzenegger name, officially becoming CHIME Institute's Schwarzenegger Community School. This naming reflects both the school's innovative inclusion model—integrating students with varying abilities in co-taught classrooms—and its

recognition by state and national organizations as a leader in inclusive education.

KEY FEATURES AT CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL

INCLUSIVE EDUCATION

Inclusive education means that all children are welcomed as members of the learning community and learn together in the same classrooms. Inclusive schools and classrooms welcome children of all cultural and linguistic backgrounds, income levels, and abilities. Inclusive education recognizes that every child is special, and that all have talents as well as unique learning styles. Many children are gifted in some areas, yet have difficulty with others. For example, a child may be a gifted artist, but have difficulty learning to read. CHIME Institute's Schwarzenegger Community School provides the services and support that every child needs to achieve their potential, and to reach high academic standards.

Inclusive education benefits all children in the classroom. Research shows that students with disabilities are happier, feel more accepted as part of the group, and have better self-esteem. Students without disabilities develop greater sensitivity and are more accepting of people who are different from them. Research has also found that students with and without disabilities fare better academically in inclusive settings then they would in segregated settings. In addition, the collaborative staffing model of inclusive classrooms allows for all students to receive the attention and support they need throughout the school year.

CO-TEACHING, CO-PLANNING & CO-ASSESSMENT

Co-teaching, co-assessment, and co-planning are collaborative practices used by educators to support student learning and ensure high-quality instruction for all students. Co-teaching involves two or more teachers working together in the same classroom to deliver instruction, share responsibilities, and meet diverse student needs. This may include general education teachers partnering with special education teachers, paraprofessionals, reading specialists, or other designated instructional service providers.

Co-planning refers to the intentional time teachers set aside to collaboratively design lessons, activities, and instructional strategies that align with curriculum goals and address the needs of all learners.

Co-assessment means that teachers work together to evaluate student progress through shared grading, feedback, and analysis of student work, allowing for more comprehensive and informed instructional decisions. These practices help create inclusive, supportive, and effective learning environments where every student can thrive.

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is an educational framework that guides CHIME teachers in designing lessons and learning environments that meet the diverse needs of all students. UDL is based on the understanding that students learn in different ways, and it emphasizes providing multiple means of engagement, representation, and expression. This means offering various ways for students to access information, stay motivated, and demonstrate what they know. For example, a teacher might use visuals, audio, hands-on activities, and technology to present content, while also allowing students to show their learning through writing, speaking, art, or digital tools. By planning with flexibility and inclusivity from the start, UDL helps remove barriers to learning and ensures that every student, regardless of ability or background, has equal opportunities to succeed in the classroom.

DIVERSITY

Children are diverse in learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. Our goal is to respond in ways that honor the richness of this diversity. This means understanding instruction from the point of view of our students and using approaches that will help them be part of the academic and social life of the classroom and school community. Additionally, it means that students, teachers, and parents respect and appreciate diversity, realizing that everyone contributes in unique ways.

DIGITAL CITIZENSHIP

CHIME Institute's Schwarzenegger Community School will produce students who are capable information technology users. We will create students who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of technology will be interwoven throughout the content areas so that not only will students become effective communicators, collaborators, publishers, and producers, they will also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood.

DEPTH & COMPLEXITY

The Depth and Complexity Framework is an educational tool used to help students think more critically and deeply about what they are learning. It provides a set of thinking prompts, often represented by icons, that encourage students to explore content in more meaningful ways. For example, students might be asked to consider the big ideas of a topic, recognize patterns, examine different perspectives, or understand the ethics involved. This framework supports learners at all levels by helping them move beyond basic facts and develop higher-level thinking skills. Teachers use it to differentiate instruction, challenge advanced learners, and promote thoughtful discussions. By using

the Depth and Complexity Framework, educators aim to create a richer learning experience that encourages curiosity, critical thinking, and a deeper understanding of the world around us. CHIME uses the Depth and Complexity Framework to help enrich the curriculum for students who benefit from a challenge.

SOCIAL- EMOTIONAL LEARNING AND POSITIVE BEHAVIORAL SUPPORT

Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) are two important frameworks CHIME uses to create safe, supportive, and effective learning environments. PBIS is a proactive approach that teaches and reinforces positive behaviors through clear expectations, consistency, and recognition of good choices. Instead of focusing solely on discipline, PBIS helps students understand what is expected of them and supports them in meeting those expectations. SEL focuses on helping students develop essential life skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Through SEL, students learn how to manage emotions, set goals, show empathy, and handle challenges in healthy ways. Together, PBIS and SEL work hand-in-hand to support both the academic and emotional well-being of students, creating a school culture where every child can feel safe, respected, and ready to learn.

SCHWARZENEGGER COMMUNITY SCHOOL AS A DEMONSTRATION SITE

The CHIME Institute's Schwarzenegger Community School is a national model of best practices in inclusive and accessible education. It is being operated by the CHIME Institute in collaboration with California State University, Northridge (CSUN) and the Los Angeles Unified School District (LAUSD), and will serve as a laboratory and demonstration site for preparing teachers and other educators.

The partnership with the University and School District have many benefits for students at the CHIME Institute's Schwarzenegger Community School:

- University faculty will be involved in school governance and design of the curriculum, and they will be available to consult with classroom teachers and other staff.
- As a laboratory school, CHIME Institute's Schwarzenegger Community School has attracted highly qualified, fully credentialed teachers and other staff, who wish to have an affiliation with the University.
- University students from many fields, including education, child development, physical education, and the arts, will participate in the classrooms. In addition to providing extra help for classroom staff, these students will enrich the program by bringing in new ideas and expertise.
- University and School District personnel will assist with grant writing and development efforts, to obtain resources that will support the school's mission.

Some aspects of a laboratory school require special understanding by families. A laboratory school serves as a place where University students can learn and practice their skills as educators, with modeling and guidance of experienced teachers and staff. It is important to

remember that these students are learning. While they should be (and usually are) well prepared for their assignments, they will not perform perfectly or demonstrate best practice in every instance. Families should be assured; however, that teachers and staff have the welfare of the children as their top priority and will always assure that children are safe and well served. Moreover, most parents and teachers find that University students are a great help in the classroom, and that they often contribute by bringing in current practices that are informative for the teachers and staff, and beneficial to the children.

Parents/Guardians are urged to communicate directly with their child's teacher(s) if they have questions about University students. The University students themselves may be unsure of how to answer questions or may lack the background knowledge needed to adequately respond to a family's concerns.

THE GOVERNING BOARD

The governing board of the CHIME Institute's Schwarzenegger Community School is the Board of Directors of the CHIME Institute for Children. The CHIME Institute for Children (hereafter referred to as "The CHIME Institute") is organized as a 501(c) 3 nonprofit corporation whose purpose is to establish and maintain programs for children and their families in community settings.

The CHIME Institute Board of Directors governs the CHIME Institute's Schwarzenegger Community School according to its bylaws. The Board of Directors' major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff.

The CHIME Institute operates in a partnership with California State University, Northridge (CSUN). The CHIME Institute's Schwarzenegger Community School operates as a laboratory for preparing teachers and other school personnel and for research on relevant educational issues. For this reason, CSUN faculty is represented on the Board of Directors and on governance committees, along with parents, CHIME Institute's Schwarzenegger Community School staff, and community members.

STUDENT/PARENT/TEACHER CONTRACT

The students of the CHIME Institute's Schwarzenegger Community School will work cooperatively to become active and self-directed learners who engage in critical thinking. They are socially competent and respect diversity. The teachers of the CHIME Institute's Schwarzenegger Community School will establish the highest standards and expectations for student achievement, promote a foundation for life-long learning, model appropriate behaviors and attitudes expected of students. The school community, including parent(s)/caregiver(s), faculty, staff, administrators, and community members, will work cooperatively and collaboratively to create an enriching learning environment in which all partners are empowered by their own sense of ownership and responsibility to the school.

Staff Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress via email, PowerSchool, Google Classroom, and progress reports (6^{th} – 8^{th} only).
- Provide a nurturing, safe and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and school colleagues to make schools accessible and welcoming places for families that help each student achieve the school's high academic and behavioral standards.
- Respect the school, students, staff and families.
- Accommodate and modify curricular experiences to meet the individual, educational, and social needs of students.

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my family and teachers about school experiences so that they can help me to be successful in school.
- Regularly check my grades and homework online (6^{th} – 8th only).
- Do homework and read every day or evening after school.
- Respect the school, classmates, staff, and families.

Family Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework.
- Read to my child or encourage my child to read every day.
- Ensure that my child is on time and attends school every day; gets adequate sleep, regular medical attention, and proper nutrition; and follows the school cell phone policy, and dress code.
- Regularly monitor my child's progress in school through the homework and grades online.
- Participate as much as possible in school activities such as decision-making, volunteering and/or attending family – teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support the school's commitment to inclusive and accessible education.

- Volunteer

FAMILY INVOLVEMENT

Family involvement and collaboration are central to the mission of the CHIME Institute's Schwarzenegger Community School. This chapter describes types of family involvement, as well as processes for home-school communication and collaboration.

Types of Family Involvement:

Families may participate in several different ways, depending upon their preferences, strengths and resources. The following sections are adapted from the CHIME Institute's Schwarzenegger Community School Petition.

Understanding and Supporting the School Mission:

All parents/guardians are expected to support the mission of CHIME Institute's Schwarzenegger Community School. The development of an inclusive learning community requires the support of families. Therefore, it is essential that all parents/guardians fully understand and are committed to supporting the mission, vision, and goals of the school.

Here are some ways that families can learn about and support the school mission:

- Read and honor the Home-School Agreement which describes family and school responsibilities including the obligation to embrace the school's vision of an inclusive and fully accessible learning community;
- Read this Parent/Student Handbook, which provides information about the school's mission, vision, goals and educational program, as well as parent/guardian responsibilities; and
- Attend webinars, Zoom meetings, workshops and seminars to learn more about inclusive and accessible education, individual differences represented by students in the school, educational approaches used in the classrooms, and strategies for supporting students' learning at home and in the community.

Involvement in Students' Educational Programs:

All parents/guardians are expected to be involved in their children's educational programs. The CHIME Institute's Schwarzenegger Community School supports a family centered approach, which honors parents' and/or guardians' priorities, concerns, and goals for their children. Family members are valued members of the educational team, contributing knowledge about their individual children's characteristics, learning styles, needs, and preferences. Ongoing communication between home and school, as well as a respectful and collaborative approach, helps to assure meaningful participation by families. Such participation will be supported through strategies including:

- Involvement in identifying goals and priorities for their children's educational plan. These plans are based on an assessment of each child's level of functioning and learning styles, and developed through collaboration between teachers, staff, and when appropriate,the student;

- Regular communication about students' performance, via the use of PowerSchool, (6^{th} – 8^{th}), progress reports, and communication with students' teachers;
- Participation and attendance at our two student-focused conferences per year: parent/teacher conferences in the fall and student-led conferences in the spring
- Volunteering in the school via the CHIME Community Association (CCA), chaperoning field trips, and direct classroom support.
    - Please note, volunteers must attend an orientation and provide proof of TB clearance before regular on-going volunteering begins. This requirement does not apply to anyone volunteering for a single event only.
    - Any volunteer for the school engaged in an activity that is not directly supervised by a school staff member, and who may have contact with students, must, in advance, submit to a Department of Justice fingerprint background check.
- Collaboration with staff when problems or concerns arise.

Involvement in School Decision Making:

Families are partners in the governance of the school. Families will be involved in decision-making in regard to the overall school program, and are encouraged to participate in the following ways:

- Representation on the Board of Directors; and
- Representation on each Governance Committee
- Participate in the CCA (CHIME Community Association) to plan with other parents and provide input on school policy, procedures, school events, fundraising, etc.
- Responding to Parent Surveys
- Participation in Webinars, Zoom meetings, workshops, meetings etc.

Serving as Resources to the School:

Families will be expected to share their time and expertise to support the Charter School. Each parent/guardian will be asked to volunteer in the school or by contributing in some other way. Examples of volunteer opportunities include the following:

- Participation on the Board of Directors or one of the Governance Committees;
    - Joining the CCA (CHIME Community Association)
    - Joining ELCA (English Language Advisory Committee)
    - Providing assistance in the school, such as morning or afternoon supervision;
    - Providing enrichment experiences in various subject areas including music, computers, art, languages, or sports;
    - Sharing information about their cultural background and experience with students;
    - Working on fund raising projects;
    - Facilitating community service or service-learning projects; and
    - Volunteer time for campus beautification.

Parents as Volunteers and Observers:

- Observations - Please contact your child's classroom teachers and arrange a time to observe. Observations will be scheduled with the teacher, in advance, for a 20-minute observation time period once a trimester (TK-5th) or once a semester(6th-8th).
- All parents/guardians are encouraged to participate in the school as volunteers. The teachers will coordinate and schedule all parent volunteers in the classroom.

The school's success depends upon the quality and commitment of all adults, including our volunteers. We are all models to the student body. We thank all family volunteers who give their time to our students. They are very important contributors to our students' education. We would appreciate the family volunteers to follow these guidelines:

- Use Positive Behavior Interventions and Support
- Respect confidential information
- Do not discuss students with anyone
- Know and support the school rules and procedures
- Model peaceful solutions and encourage cooperation at all levels

We ask that families interact in a positive and supportive manner with all students and staff. Family volunteers are to practice respectful conflict resolution at all times.

Steps to Become a Classroom Volunteer:

- Contact the teacher by email, and indicate your preferred days and times to volunteer.
- Complete required orientation sessions with an administrator prior to service.
- Any volunteer for the school engaged in an activity that is not directly supervised by a school staff member and who may have contact with students must in advance submit to a Department of Justice fingerprint background check.
- To ensure student health and safety, all classroom volunteers will be required to provide TB test results.
- Before entering the classroom, you must sign in at the office and obtain an identification tag. Display this tag at all times.
- In the classroom, please follow directions of the teacher and instructional assistant. Please ask questions if anything is unclear to you.

DAILY OPERATIONS

Calendar

CHIME Institute Schwarzenegger Community School follows a single-track calendar consisting of 180 school days. This calendar provides an opportunity for teachers to participate in staff development and for students to participate in extended enrichment or

extra-curricular activities.

The calendar for 2025-2026 can be found at the end of this handbook under Appendix.

Bell Schedule

Students at CHIME Institute's Schwarzenegger Community School will engage in deep learning and an integrated curriculum that meets diverse needs through the use of block scheduling. Current bell schedules can be found in the Appendix.

Enrollment

Attending a new school, and returning to school, can be stressful for both parents and students. We want to recognize and support the emotional needs of each student, but at the same time support their independence and successful adjustment to school. We encourage you to do everything possible to help your child feel comfortable in their new environment, but also to recognize that sometimes it's best to leave and allow the teacher and other students to begin the inclusion process. If you have concerns about your child's adjustment on the first day, please discuss them with your child's teacher so that a plan may be implemented to facilitate the transition.

CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY SCHOOL MUST RECEIVE THE FOLLOWING INFORMATION BY THE FIRST DAY OF SCHOOL:

Emergency Information:

Every family must complete or update emergency information every school year before classes begin. Information will be sent to all families giving them login information so they can access the PowerSchool Parent Portal. Emergency information is completed online through Powerschool. **We must be able to reach you at all times in the event of an emergency.** Please alert the office and update the portal immediately if any of the following information changes:

- Home address
- Home, work and cell phone numbers
- Doctor's phone number
- Names and phone numbers of people who are authorized to be called in case of an emergency or to pick up your child after school

Immunization Records:

The school must have updated immunization records on all students. State law requires that we receive immunization records prior to the enrollment of the student. Please note that there are immunization requirements for students entering Kindergarten and in the 7th grade. Students must show proof of the Tdap vaccine and all required vaccinations or they will not be able to attend school.

Eligibility Survey For Federally Funded Program 2025-2026:

Every family ***must*** fill out an Eligibility Survey for Federally Funded Program (or, "My Child's Fair Share Form") before beginning classes and turn this into the office. We ask you to fill out the survey so that we may use the information to determine what governmental aid the school can receive. This information is handled confidentially, **and is required by each family for grant demographics regardless of qualification**. If you are in need of free or reduced breakfast/lunch or after school care, we cannot provide this service until the Survey for Federally Funded Programs is complete. For more information, please refer to https://www.mealmanage.com//

Hours of Operations:

CHIME's office is open Monday through Friday starting at 7:45 AM and closes at 5:30 PM.

School Hours:

Grades	Typical Day	Early Dismissal Days (see calendar for dates)
TK - K	9:00 AM - 2:00 PM	9:00 AM - 1:30 PM
1st - 3rd	8:30 AM - 2:40 PM	8:30 AM - 1:30 PM
4th - 5th	8:30 AM - 2:55 PM	8:30 AM - 1:30 PM
6th - 8th	8:10 AM - 2:55 PM	8:10 AM - 1:30 PM

Late Arrival & Tardy Policy:

Students arriving after their designated arrival time must first go to the office to receive a pass to go to class. This is necessary to ensure that we have accurate attendance records, as well as to assure the students' safety.

Parent(s)/Guardian(s) of younger students are encouraged to accompany their student to the office when late. If this is impossible, students must have a note from their parent or guardian with the date, the student's full name, and the reason why they are tardy. This information may be included in School Pass as well. It is important that all students are on time to all classes. When a student is tardy, it disrupts the instructional process for other students and the teachers.

Acceptable reasons for excused tardies are:

a. Illness
b. Health related appointments (verified by a note from provider)
c. Family emergency
d. Funeral
e. Religious events

The reason must be recorded in School Pass on the day of the event, before noon, under Absences/ Notes.

6th – 8th Grades Only:

Tardies can affect the student's citizenship and academic grades. A student is tardy if they are not seated in their assigned seat once class begins. Students who arrive after 8:10 AM must report to the office for a pass to go to class.

- Four unexcused tardies within the first ten weeks of a semester will earn a "U" in citizenship in the class where the tardies occurred including Advisory/Academic Enrichment. Six or more unexcused tardies at the time of the final report will result in a "U" in citizenship.
- "U"s in citizenship will affect student's participation in extra-curricular activities.
- Chronic tardies may result in a student/parent/guardian conference and in CHIME fulfilling its requirement to report student attendance to the State Attendance Review Board.
- Tardies will be recorded on the progress reports and the semester report cards.

Dismissal:

- Our dismissal is run through SchoolPass. Students are expected to wait in their assigned class until their name is called and a specific pick-up point has been determined.
- Students may leave campus through the Jumilla (Garden Gate) or Corbin (Play Structure) gates. Students with a walk off pass must leave through **the upper Jumilla gate near Wells Dr.** Elementary students must be accompanied by an older sibling when using this gate.
- 5th – 8th graders are permitted to walk, bicycle, skateboard, etc. to and from campus with parent permission. Bicycles must be parked and locked in the rack in front of the school. Skateboards must be dropped off in the front office and are not allowed on campus. Students must wear helmets per CA law.
- Students who walk off campus may not come back on campus after they are signed out.
- Students remaining on campus after 3:15-*must* attend our After School Program and will be charged accordingly**.**
- The Afterschool Program begins at 2:45 PM and continues until 5:30 PM. The Afterschool Program has its own sign-in and sign-out policy. Each family is required to fill out an Afterschool Agreement and Credit Card Payment Form in order for their child to participate. If a family is in need of a free/reduced program, the family must communicate that need to the school Principal.

- There is no drop-in afterschool care. Families must sign up a month in advance requesting after school care for the next month.
- Please note that CHIME Institute's Schwarzenegger Community School does not provide off campus supervision (i.e. anywhere outside of school gates, including the sidewalk areas and the surrounding neighborhood) after school. All children who remain after school are required to attend our afterschool program until parents can be reached. Students who are not picked up after school (TK-8) will be escorted to the afterschool program.
- **If a child is not picked up by closing, the family will be charged $1 per minute after 5:30 PM to be paid upon arrival of the parent.**

Car-line Dismissal:

Upon enrollment, families will receive a welcome email from SchoolPass, our school dismissal and safety tool. If you do not receive an email, please contact them at schoolpass@chimecharter.com.

When you arrive in car-line, you will remain in your car and be greeted by a staff member and they will enter your information into schoolpass. Your child will be notified of which car-line you are waiting.

Parents will use Schoolpass to add approved drivers or arrange for carpools. If you

Afterschool Program:

Afterschool and late pick-up are available every school day. The afterschool program engages kids in craft and STEM activities, offers homework help, and provides a snack. The late-pick-up program offers a place for students who are not picked up by the end of dismissal to be supervised and wait for parents.

TK and K early dismissal runs from 2:00-2:15pm daily, with the exception of short Tuesdays. Whole school dismissal runs from 2:40-3:15pm on regular days and 1:30-2:00pm on Short Tuesdays. If your child is signed up for afterschool, they will be sent directly to afterschool and checked in at the beginning of dismissal. Any students who have not been picked up by the end of dismissal will be sent to late pickup.

We will provide information about enrolling in our afterschool program and sign you up with our billing platform once your child's enrollment information is processed. We offer an online payment option and payment by check is available in the office. Late pickup is $5/day. Afterschool is $9/hr or $243/month.

Extra-Curricular Activities

Enrichment programs are offered for a fee throughout the school year. Information

regarding afterschool enrichment opportunities is posted through Parentsquare and through the weekly packet. In addition, CHIME offers extended child care and learning opportunities during school breaks. Information about these opportunities will also be published through ParentSquare and in the weekly packet.

Leaving the School During the School Day:

If you must pick up your child early for an appointment during the day, please sign them out on School Pass. Please state the reason for leaving early and the time of pickup. **Please keep doctor and dental appointments during school hours to a minimum**. **Students will be called to the office when you arrive.**

Authorizing People Not on Emergency Cards for Student Pick-Up (i.e. Playdates):

You can authorize a parent to pick up your child/ren by adding them in SchoolPass as Carpool or as Driver if they are not CHIME parents.

Personal Emergency

In cases of emergency during the school day, your child will only be released into the custody of those people whom you have previously identified as emergency contacts. Persons not identified as an emergency contact can pick up a student only if the parent has sent an email to the office notifying the school of the person's identity. Any person picking up your student will be asked to verify their identity. No one under the age of 18 may pick up a student.

Visiting the School

We regret that it is not possible to allow guests of individual students on our campus. All parents/ guardians and other visitors must present their driver's license and sign in at the office and wear the badge that is issued. This is necessary to assure a safe environment. Observations will be scheduled with the teacher, in advance, for a 20-minute observation time period once a trimester (TK-5th) or once a semester (6th-8th).

Medication Taken at School

A doctor's medical authorization **will be required** for all medical protocols, including medications to be administered at school. Medications will be stored and administered in the school office. All medications, over the counter and prescription, cannot be administered by school staff unless the school has written authorization from your student's physician. Forms for your physician to fill out are available in the office. All medications must be handed to the office by an adult in their original container with a prescription label.

Lunches and Snacks

Please send a healthy snack and lunch each day. There will be an opportunity for children to eat snacks in the morning during recess/nutrition (elementary) or between academic blocks (middle school). Students will also have access to a snack if they stay in after school. The following are suggested healthy snacks/lunches: fruit, vegetables, sandwiches, crackers, cheese, bread, fruit juice, milk, water, beans, pretzels, granola bars, nuts (no peanuts), and seeds without shells.

We have a breakfast/lunch program here at CHIME. Free breakfasts and lunches are available to everyone whether or not they qualify for the free/reduced lunch program.. Please utilize online ordering. https://www.mealmanage.com//

The CCA sponsors a Fun Food Fundraiser every Wednesday through Friday. This hot lunch program supports the arts at CHIME and requires a fee. You can create an online account at https://chime.h1.hotlunchonline.net

Please note: We have several students with severe peanut allergies. Please do not send your child with any food containing peanuts or peanut products.

Birthdays and Celebrations

CHIME celebrates student birthdays on one designated Friday once a month. During the morning assemblies the names of the students who have birthdays in that month will be recognized, and in the afternoon the teachers will host a party. If you would like to celebrate a birthday, please contact your child's teacher. If you bring a snack to share, please make arrangements with the teacher and bring enough for every student in the class, and keep the nutrition policy in mind when planning your celebrations in school. For celebrations outside of school, *unless **all students** in the class are **invited** to your child's party, invitations **can not be given out in school**.*

Please see ParentSquare posts for ideas about birthday celebration treat ideas.

CHIME has moved toward a healthier school environment; therefore, we ask that you bring non-edible treats for holiday celebrations. Students may share cards, stickers, pencils, etc.

Lost and Found

TK-8 Lost and Found is located in the lunch area adjacent to the auditorium. This area is mainly used for clothing items, lunch boxes, water bottles, etc. All other items (cell phones, jewelry, etc.) will be brought to the office. All articles, when found, should be turned in immediately to the appropriate location. CHIME Institute's Schwarzenegger Community School is not financially responsible for *any* items brought on campus by a student, faculty,

or staff member. We discourage bringing personal property to school, particularly large sums of money, expensive clothing, jewelry, watches, cell phones or AirPods. All lost and found items located in the office and in the lost and found will be donated monthly. It would be helpful if you would take the time to put your child's name (first and last) on clothing items so that they may be returned. At various times throughout the year, notices will be posted informing families that any items not picked up will be donated.

CHIME Dress Code, Updated 2025-2026

All students attending CHIME Charter School are required to follow the school dress code. The purpose of a dress code is to facilitate education, not to inhibit any person's taste in attire or appearance. To help provide and maintain a proper environment where our students are safe and able to go about the business of learning,

All CHIME students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case, the dress and grooming shall not:

- Cause distraction from or disturbance in any school activity or interfere with the participation of a student in any school activity
- Create a hazard to the safety or health of him/herself or others
- All clothing and accessories must be school appropriate and not intentional disrespectful towards any race, religion, ethnicity, or gender.

Our dress code is gender neutral; students will not be disciplined or prevented from wearing attire that is commonly associated with various genders.

Our dress code is defined as follows:

SHIRTS: Polo shirts, tank tops, plain t-shirts, short-sleeved or long-sleeved in any color or pattern including sports tees. Underwear should remain covered at all times.

PANTS / SKIRTS / SHORTS: Pants, skirts or shorts in any color, including denim, of an appropriate length. Pants should cover the body from the waistline to the midthigh or lower for shorts or pants. Underwear should remain covered at all times.

OUTER WEAR: Sweaters, lightweight jackets, hoodies, coats, and flannels may be in any color or design including sports teams.

SHOES: Dress or athletic shoes must be closed-toed, comfortable and appropriate**. On P.E. days, students must wear athletic shoes that provide support**. For safety reasons, platform shoes and high heel shoes are not acceptable. All shoes should have a back strap.

P.E. CLOTHES (6th – 8th Grade Only): Sweats or shorts in navy, royal blue, or black and short sleeve shirts in solid gray. There are no provisions for changing into P.E. clothes at school; students must come dressed for gym on days that they are scheduled to have P.E. Athletic shoes that provide support must be worn on P.E. days, even on special event days.

Approved athletic clothing is available for optional purchase through the athletic department.

ACCESSORIES: Sunglasses are to be worn outdoors only. No jewelry (or other accessory) that could be considered unsafe or dangerous shall be worn. Hats may be worn but can not cover the face.

Note: This is not an all-inclusive list. The administration reserves the right to modify the dress code in regard to any items which may affect the safety and/or security of the campus, or disrupt the learning environment.

Use of Electronic Equipment:

It is the policy of CHIME to prohibit the use of cell phones and other electronic devices by students on campus during normal school hours, including afterschool. These devices can include, but are not limited to, phones, handheld video game devices, smartwatches, laptops, airpods, and tablets. If your student needs an electronic device to support their curriculum, a parent or guardian can sign a waiver releasing CHIME Institute's Schwarzenegger Community School of all liability. Students are permitted to possess cell phones on campus provided that such devices shall remain off and stored in a locker, backpack or in the classroom where it is not visible during normal school hours. For District, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. CHIME is not responsible for lost or stolen personal electronic items brought to school.

- Cell phone use on a school bus or private auto during a field trip or other off-campus event is for emergency purposes only, unless otherwise indicated by faculty organizing and/or attending the field trip.

- If a student needs to contact a parent or guardian during the school day, they need to do so through the office. Please help reinforce this policy and discourage your student from texting or calling you directly.

- Laser pointers are also strictly prohibited at all times and will be confiscated.

- Personal technology used during the school day by a student without permission is subjected to confiscation. If an item is confiscated by school staff, the item will be brought to the office and parents will be notified. Confiscated items will be returned at the end of the school day. Repeated offenses can result in a parent meeting.

- Texting, picture taking, and/or recording at school is never allowed without express permission of faculty and of the person(s) being photographed. Principals may request that parents/guardians check their student's cell phone activity if a violation has occurred.

- If parents/guardians need to contact their children during the school day, please contact the office and refrain from contacting your child directly. Parents/guardians are

welcome to call the office or come in at any time during the school day.

Internet Photography/Social Media:

CHIME expects that all students, families, and employees practice appropriate behavior with respect to photographing and posting photos of students online. Individuals should not photograph students and post their images online without permission from parents. Families in our community have different values and expectations regarding photographs on the internet therefore the default position of community members should be to seek parental permission prior to posting photos.

Backpacks and Lunch Bags:

Students are asked to follow individual classroom teacher's directions as to where to keep bags. In order to keep the campus safe, we expect students to make sure that their bags do not block doorways or hallways. Students may store bags in the designated areas. Hooks are provided for grades TK-5. Middle school students will be assigned lockers. Students are expected to adhere to the following:

- Backpacks/book bags are considered the personal property of the student. No student may go into another student's bag without permission.
- Backpacks/book bags are expected to be maintained so that they provide a positive form of organization for the student. In some cases, teachers will assist students in learning how to maintain an orderly backpack. Parents/Guardians are encouraged to also assist in this endeavor.
- Students in 6^{th} – 8^{th} grade must keep their backpacks in their lockers. Please keep size in mind when purchasing a backpack so that it fits in the lockers. Backpacks with wheels do not fit in lockers.

Transcripts and Records:

Our office staff is happy to help you with any paperwork that you need. Please provide the office with 24-hour notice for special requests such as transcripts, report cards, immunization records, and/or testing records. We will be happy to provide you with whatever you need with the proper notice.

Safety:

CHIME Institute's Schwarzenegger Community School is committed to providing a safe environment for its students and all persons that enter the campus grounds. To facilitate this, certain rules and regulations have been formulated. It is expected that all students and adults will cooperate with these regulations.

Earthquake/Fire/Lockdown:

School employees will:

1. Participate in all emergency training and drills.
2. Stay calm and direct students in the event of a real emergency.
3. Follow the designated school plan.

Students will:

1. Participate in all emergency training and drills.
2. Remain as calm and quiet as the situation allows.
3. Duck and cover in an earthquake situation until given the all-clear signal.
4. Leave the building in a quiet and orderly manner when told to do so.
5. Line up in the designated area for attendance to be taken.
6. Follow all adult directions.
7. Be on their best behavior until given the all clear or, in case of a major emergency, until a guardian picks them up.

Home/School Communication:

The CHIME Institute's Schwarzenegger Community School has a strong commitment to family/teacher collaboration. Families are encouraged to stay in contact with their child(ren)'s teacher(s) throughout the year.

Communication with Teacher:

Please allow 24-48 hours for CHIME faculty to return emails. Teachers are **not** available immediately before or after school, as this time is reserved for co-planning, collaborating, or debriefing amongst staff members, which is an integral part of the CHIME educational program. Teachers are generally not available after 4:00pm on instructional days. Teachers are not expected to email during weekends or school breaks. If there is a need to conference with a teacher, and/or the principal, kindly make an appointment with the school office or email their teachers/principals directly.

No drop-in conferences, please.

For students 4th grade and up, we ask each family to review this handbook with their student. In grades 5 and up, parents and guardians are encouraged to check Google Classroom and Powerschool daily to oversee grades and homework assignments.

All staff emails are the first initial of their name, last name@chimecharter.com (i.e. jdoe@chimecharter.com)

Communication from the Office:

The weekly packet and all essential school-wide information will be posted on Parent Square and to our school website, www.chimeinstitute.org. Please make sure the office has all updated contact information.

Communication with the Office:

Please call the school office if you need to speak with the Principal or Office Manager. If someone is not available to speak with you immediately, please leave a message and someone will return your call. If your conversation will require a long time or you need to speak to the principal in person, **please schedule an appointment.**

Communication with Students during the School Day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please do not call your child's cell phone or text them during the day. A child will be called to the phone **only** in an emergency. Please make all car-pool and after school pick up arrangements with your child in advance and on SchoolPass.

Team Meetings and Conferences:

Team meetings (that may or may not include your student's participation) will be held on identified days during the school year at the request of parents/guardians or teachers. At these times, students will meet with their teacher(s) and parent(s) or guardian(s) to discuss their strengths and needs and to establish academic and social goals for the school year. In addition, staff will make themselves available for team meetings upon a parent/guardian's request.

The following are suggestions for preparing for all conferences with teachers. These suggestions will help you to get the most out of these experiences:

- Think about your questions in advance and write them down.
- Think about your goals and priorities for your child and write them down.
- Think about issues or concerns that you want to share with the teacher. It is helpful for a teacher to know what is influencing a child's attitude, behavior or performance.
- Take notes during the meeting.

HEALTH AND ABSENTEEISM

Reporting Absences

All absences must be reported in the School Pass application on the day of the absence before noon. Click on the + icon, then click "Absent," and then follow the prompts. Please state the reason for the absence under "Notes."

Excused Absences v. Unexcused Absences

Excused absences are defined as absences due to personal illness or injury, unavoidable medical or dental appointments, religious holidays, bereavement, and serious family situations. Vacations and absences for personal convenience are not excused absences. Students who anticipate an excused absence must arrange for Independent Study to make-up work with their teachers prior to the absence. Students who have unexpected excused absences must see their teachers upon their return to make up any missed work.

Chronic Absenteeism

When a student exceeds 10 absences, either excused or unexcused, they are deemed to be chronically absent. A principal and the office manager will notice your family by registered mail if this occurs. It is essential that your student attend school regularly. Please collaborate with your teachers to make sure your child is here on a daily basis.

Illness

For your child's protection and the protection of others, please do not send your child to school sick. If your child complains of feeling sick at school, depending upon the severity, you may be contacted to pick up your student. After a five-day absence, a doctor's note will be required for the student to return to school.

TK-5th Grades – If possible, please try to get a copy of the homework your child missed during their absence. Connect with your student's teachers about the possibility of an independent study.

6th – 8th Grades - Students are responsible for class assignments and homework given during their absence. Daily homework assignments are posted on Google Classroom via your student's CHIME Charter account. If you do not have internet access at home, please call the Advisory teacher to help you to collect the HW for your child. Connect with your student's advisory teacher about the possibility of an independent study.

ACADEMIC PROGRAM

CHIME prioritizes academic rigor and critical thought. Here, students are consistently challenged to analyze complex concepts, question assumptions, and engage deeply with content across disciplines. This environment fosters intellectual curiosity through high expectations and authentic learning experiences. Co-teaching models are implemented to bring together diverse expertise and instructional styles, enhancing learning for all students. Inclusion is a foundational value, ensuring that every learner—regardless of ability, background, or identity—has equitable access to the curriculum. Central to this approach is Universal Design for Learning (UDL), which guides the development of flexible instructional methods and materials that accommodate varied learning needs, preferences, and strengths, ultimately supporting the success and engagement of every student.

Homework

Homework that is of reasonable quantity and difficulty will be assigned to reinforce and strengthen skills and concepts learned in school. Homework may be assigned daily or weekly. Older students will be guided to track their homework on Google Classroom.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do the work for them. Please guide your child, allowing them the opportunity to do their own work. Work copied from another source or generated by AI is not considered a student's own work.

For younger students (K-2), expect 20 minutes or less of homework per night. For middle grade students, (3-5th) expect no more than 40 minutes per night. For middle school students, homework is assigned to reinforce concepts covered in class. Homework may also be assigned for incomplete class work. All homework and classwork is posted through Google Classroom.

If your student's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible.

It is the student's responsibility for making up the assignments they missed due to an absence. Students may not make up classwork or homework for unexcused absences that involve behavioral infractions such as suspension unless approved by Administration.

Teachers will provide the materials needed to make up the assignment(s) at the student's or parent's request.

Please have the following materials available at home for homework assignments:

- sharp pencils, lined paper, blue/black pens, scissors, crayons, and/or markers, ruler, calculator, tape, white out, colored paper, glue.

Advisory/ Academic Enrichment - Middle School

Students will have the same Advisory teacher all year long. Students' Advisory period is right after lunch. In this class teachers will focus on the academic and social needs of students. Following Advisory is Academic Enrichment. The focus of this class is Reading and Math intervention using iReady. Academic Enrichment is a graded course and students receive a citizenship grade that reflects cooperation and work habits.

Middle School Math Pathway - Middle School

All students starting middle school in 6th grade will be placed into 6th grade math. At the beginning of the second semester, all students (6th and 7th graders) will be given an opportunity to take an extra enriched math course during academic enrichment that

culminates in an assessment to determine math readiness for placement in Algebra in 7th grade. For placement determination, the teachers will take into consideration CAASPP scores, report card grades, iReady scores, teacher input, and the end of the year assessment to determine which course will be the best fit for the student. Students not taking algebra will take either 7th or 8th grade math. Students completing Algebra I during their 7th grade year will take Geometry in 8th grade.

Please note, some high schools may require further assessment in order to prove students have mastered Algebra 1 and Geometry concepts.

Eighth Grade Activities:

Eighth grade students may attend the following extra-curricular activities only if they have a 2.0 grade point average at the time of event:

- East Coast Trip
- Eighth Grade Picnic
- Eighth Grade “End of the Year” Field Trip
- Sports events
- **Students may not attend extra-curricular activities if they did not attend school on the day of the event.**
- Please note: this is not an all-inclusive list. Other events, such as dances, may be planned during the year. The same 2.0 grade point average applies.

Culmination Requirements - 8th Grade Only:

A certificate is awarded to those pupils who have satisfactorily completed the Middle School requirements as prescribed by the Board of Education.

In order to receive a certificate, each pupil:

1. Must pass 10 out of the 12 subjects in the final two semesters (8th grade year).
2. May not receive more than three U’s in Citizenship during the school year.
3. Must clear all school debts including textbooks and the after-school program.
4. Have no serious disciplinary infractions during the 8th grade year. THIS MAY KEEP A STUDENT FROM PARTICIPATING IN THE CEREMONY.

Physical Education Guidelines - Middle School:

CHIME Institute’s Schwarzenegger Community School takes physical education very seriously. Please note that CHIME only accepts a parent/guardian’s excuse note for **one P.E. period**. If a student is going to need to “sit out” for more than one period, a doctor’s note will be required. If a student does not have a doctor or parent/guardian’s note and does *not* participate in Physical Education, the student will not receive any points for the day. All students must participate in all physical education activities offered at CHIME to the best of their ability. Please note that the mile run is a requirement under the California State Standards. Students must come to school dressed in P.E. dress code on P.E. days, which

includes athletic shoes. On free dress days, students must participate in P.E. and must wear athletic shoes. Students can purchase CHIME approved optional P.E. attire on Wednesdays in Room 23.

INDEPENDENT STUDY POLICY

The charter school operated by CHIME Institute's Schwarzenegger Community School (hereinafter "Charter School" or "CHIME") may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum.

The Director or designee retains discretion to approve independent study written agreements for students. Families interested in independent study should contact their Director or designee or the main office. Charter School will provide appropriate existing services, supports, technology and resources to enable students to complete their independent study program successfully.

The following independent study policies have been established by Charter School Board in alignment with Education Code ("EC") § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701:

1. For each student in independent study, Charter School will assign a certificated teacher or teachers of record to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)

2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) school days. (EC § 51747(a).)

3. The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers: a. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays. b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:.

i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5).
ii. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
iii. Learning required concepts, as determined by the supervising teacher. iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals

pursuant to their individualized education program ("IEP"). A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. (EC § 51747(c).)

6. For students who participate in independent study at Charter School for more than fifteen (15) school days per year:

A. Tiered reengagement strategies: If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:

- Verify current contact information for each enrolled student;
- Notify parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for reengagement;
- If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well being; and
- Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)

B. Based on each student's grade level, their teacher(s) of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).) "Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication. "Synchronous instruction" means classroom-style instruction, designated small group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher(s) of record, and involving live two way communication. (EC § 51745.5.)

- For students in grades TK-3, inclusive, the Charter School will schedule

and offer opportunities for daily synchronous instruction.

- For students in grades 4-8, inclusive, the Charter School will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

C. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Director or designee or their assigned teacher(s) of record. If there is capacity in Charter School's in-person program at the student's grade level, Charter School will transition the student within five schooldays. If there is not capacity in Charter School's in-person program at the student's grade level, Charter School will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student's educational records within five schooldays, and offer the student an opportunity to join Charter School's waitlist. (EC § 51747(f).) 6.4. Sections 6.1, 6.2, and 6.3 of this policy do not apply to students enrolled in a comprehensive school for classroom-based instruction who:

a. participate in an independent study program for fewer than 16 schooldays in a school year;

b. are enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or

c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions. (EC § 51747(i).)

7. A current written independent study agreement for each independent study student will be maintained on file. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Each written agreement will contain the following:

a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.

b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.

c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health support.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)

i. Charter School will comply with the written independent study agreement signature requirements set forth in EC § 51747(g)(9), including:

i.. For a student participating in independent study that is scheduled for fifteen (15) or fewer schooldays (must obtain signatures during the school year in which the independent study program takes place): Charter School will obtain a signed written agreement from the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. \

ii. For a student participating in independent study that is scheduled for more than fifteen (15) schooldays (must obtain signatures before independent study instruction commences): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as

applicable. For purposes of this policy, “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

iii. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by 4 electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

j. The Executive Director may establish regulations to implement these policies in accordance with the law.

8. Additional Independent Study Requirements:

a. Charter School will not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)

b. Charter School may only receive funding for the provision of independent study to students who are residents of Los Angeles County or who are residents of a county immediately adjacent to Los Angeles County. (EC § 51747.3(b).)

c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study greater than 16 days if the student’s IEP specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the student’s IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student’s inability to work independently, the student’s need for adult support, or the student’s need for special education or related services shall not preclude the IEP team from determining that the student can receive a free appropriate education in an independent study placement. (EC § 51745(c).)

d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher employed by Charter School, or the combined time value of student work product and student participation in synchronous instruction. (EC § 51747.5(b).)

e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student’s participation in live interaction and synchronous instruction as described above in Section 6.2. (EC § 51747.5(c)-(d).)

f. Records of the independent study program will be maintained for audit purposes and shall include the following:

g. A copy of the independent study board policies.

ii. A separate listing of the students, by grade level, who have participated in independent

study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that 5 he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.) g. Charter School will comply with all applicable law regarding independent study, including but not limited to ADA-to-certificated teacher ratio requirements and course-based independent study requirements (if applicable). (EC § 51745 et seq.; 5 C.C.R. 11700 et seq.)

EXPECTED STUDENT BEHAVIOR

TK-8 School-Wide Expectations:

Be Safe
Be Respectful
Be Responsible

PBIS at CHIME

CHIME follows the principles of Positive Behavior Intervention and Support (PBIS). Each grade level and individual classrooms have systems in place to teach and recognize expected behaviors and school-wide expectations. If you have questions about PBIS, please contact your student's teacher.

Students should always remember that their behavior at school and school-related activities is a reflection not only on themselves but also on CHIME Institute's Schwarzenegger Community School. The following is what is expected from a CHIME Institute's Schwarzenegger Community School student.

Lunch Time and Recess Rules:

- All TK - 5th grade students are expected to eat first, play second. TK - 5th students are expected to remain seated while eating and wait to be dismissed to play.
- All students are expected to only eat in their assigned designated areas. Food and drink may not be taken to the play areas.
- All students are expected to clean up after themselves and place all trash in the available trashcans
- All students are expected to respect other students' and adults' eating time by refraining from active games and loud activities in the eating areas.

- All students are expected to follow school-wide expectations during recess and lunch - be safe, be respectful, be responsible.

Field Trip Expectations

Students should:

1. Be on their best behavior.
2. Pay strict attention to the directives of the moderator and/or chaperone(s).
3. Pick up all personal trash on the bus or personal vehicle or at the field trip site. 4. Show respect and courtesy to all non-CHIME Institute's Schwarzenegger Community School persons.
5. Represent CHIME Institute's Schwarzenegger Community School through positive words and deeds.
6. Wear appropriate clothing in accordance with the school dress code.
7. No cell phone use on the bus or anywhere else requested by teachers or other adult

DISCIPLINE POLICY

The discipline policy of the CHIME Institute's Schwarzenegger Community School is based on concepts of positive behavioral support (PBIS) and a progressive discipline process (Restorative Practices) that involves both students and staff as well as parent(s) and legal guardian(s) and the student's caregiver(s). CHIME's discipline policy is guided by the notion that students should be held accountable for their behavior and that students explicitly need to be taught the skills required to be good community members. The climate of the CHIME Institute's Schwarzenegger Community School will be one of support, understanding and respect. Every effort will be made to model appropriate behavior and to be proactive in preventing the need for students to engage in undesirable behavior. In short, CHIME is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims.

When there is divergence from school-wide expectations, the staff, the student, and the student's parent(s)/ legal guardian(s) will seek age-appropriate interventions which redirect inappropriate behaviors into more successful behaviors with the least disruption to the student(s) educational program and the class. A desire of the discipline process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved. Behavior infractions are recorded in CHIME's in-house referral system known as SWIS.

This discipline policy will not be implemented in a manner that is discriminatory, arbitrary or capricious, and will follow general principles of due process. Students and their parent(s)/legal guardian(s) will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy as explained in this Student/Parent Handbook.

Please see the appendix section for CHIME's Harmful Language Matrix, CHIME Behavior Guidelines, and SWIS Referral Matrix.

Harassment & Discrimination:

CHIME Institute's Schwarzenegger Community School is committed to providing a learning environment that is free from harassment in any form. Harassment of any student by any other student, or employee, is illegal according to Civil Code (California Educational Code 212.5) and is strictly prohibited. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and that can result in disciplinary action against the offending student or employee. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

CHIME prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodations); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by CHIME.

This nondiscrimination policy covers admission or access to, or treatment or employment in the administration of any of its employment, educational programs, admissions policies, athletics, recreational, and other school-administered programs. The lack of English language skills will not be a barrier to admission to or participation in programs or activities.

The Principal is designated to handle all inquiries or complaints regarding its efforts to comply with and carry out its responsibilities related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability.

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including suspension or dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment can occur any time during school or during school-related activities. It is the student's responsibility to:

- Conduct themself in a manner which contributes to a positive school environment.
- Avoid any activity that may be considered discriminatory, intimidating, or harassing.
- Consider immediately informing anyone harassing them that the behavior is offensive and unwelcome.
- Report all incidents of discrimination or harassment to the administration.
- Immediately discontinue conduct when informed that it is discriminatory,

intimidating, harassing, or unwelcome.

Harassment/Discrimination includes, but is not limited incidents related to:

- Physical Bullying
- Body Shaming
- Verbal Bullying
- Social/Emotional Bullying
- Electronic or Cyberbullying
- Racial Bullying
- Religious Bullying
- Sexual Bullying
- Disability Bullying

Bullying:

CHIME is committed to providing a safe learning and working environment and will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the school's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words or acts.

Bullying behaviors may include, but are not necessarily limited to the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises,or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber bullying: Sending insulting or threatening messages or pictures by phone, email, websites or any other electronic or written communication.
- Creating unauthorized Facebook, Instagram, Tik Tok, Snapchat, or Twitter accounts

Administrators, staff, and parents are responsible for creating an environment where the school community understands that bullying behavior is inappropriate and will not be tolerated. Students must also take responsibility for helping to create a safe environment:

We ask all CHIME students to:

- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Do not engage in or contribute to bullying behaviors, actions, or words. (Be an upstander, not a bystander)
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask, encourage, or consent to anyone's taking retaliatory action on your behalf.

Reports of bullying can be made by any individual in the CHIME community – parents, students, or staff. Individuals are encouraged to make reports to an administrator as soon as possible so that a proper investigation of the bullying behavior can occur. Reports can be made in person or via email to any administrator at the school. The administrator will then appoint the appropriate person to conduct the investigation or conduct the investigation themselves.

Students who are found to have engaged in bullying will be subject to both intervention plans as well as school consequences. Intervention plans may include (but are not limited to) restricted free time, additional adult supervision, prescribed schedules of activities, counseling sessions, peer mediation, and participation in bullying diversion curriculum. Consequences may include (but are not limited to) loss of school privileges, in-school suspension, or out of school suspension. Students who continue to engage in bullying behavior despite intervention and/or consequences may be subject to expulsion. School administration will use appropriate discretion in all such cases and refer expulsion cases to a disciplinary committee. The disciplinary committee will hear the expulsion referral, make a determination based on the facts of the matter, and render a recommendation to the CHIME school board. This procedure follows the guidelines set forth in CHIME's charter but does not in any way subordinate any appropriate codes and laws applicable to charter schools in state and federal law which govern the expulsion of students.

All parties involved and their parents will be informed to the greatest extent appropriate of the outcomes of the bullying investigations, the plans/consequences put in place as a result of the investigation, and future changes to the specified plans when they occur. It is the expectation of the CHIME school community that parents will cooperate, support, and partner with the school during the investigation process and the implementation of intervention and consequences. The success of each child and the promotion of a healthy school climate relies on the support and partnership of parents and families.

ADDITIONAL SAFETY CONCERNS:

To maintain the safety of the campus, the following expectations have been adopted. Failure to abide by these expectations will result in severe consequences.

1. **Drug use/abuse** - the use, sale, or possession of drugs, vaping devices, tobacco, or

alcohol on campus, during the school day, at after school functions, or school sponsored trips, are regarded as a severe breach of school rules. This includes students who attend school-related functions under the influence of a drug or alcohol. A student guilty of any of these infractions will be dealt with in the most serious possible manner.

2. **Gang Involvement** - Any type of gang activity or gang association will not be tolerated. Gang symbols on notebooks, backpacks, etc., or gang clothing are not allowed on campus.

3. **Weapons** - Possession of firearms, knives, tasers, or any explosives on campus is expressly forbidden. This rule also applies to toy weapons, paintballs, darts and any ordinary objects that are used in a harmful or dangerous manner.

4. **Theft and Vandalism** - Students are expected to respect the school's property as well as property belonging to others on campus and in the community. Taking property belonging to others and vandalism are considered serious offenses.

5. **Leaving Campus without Permission** – No student is allowed to leave campus without express permission from a parent or guardian and only with prior school notification. Parent(s) or guardian(s) and police will be notified immediately if a student does not follow these expectations.

NON-UCP COMPLAINT PROCESS

If a family has a complaint which does not conform to the requirements of the Universal Complaint Procedure, they are encouraged to resolve the complaint in partnership with the school at the lowest level with the staff most directly connected to the conflict.

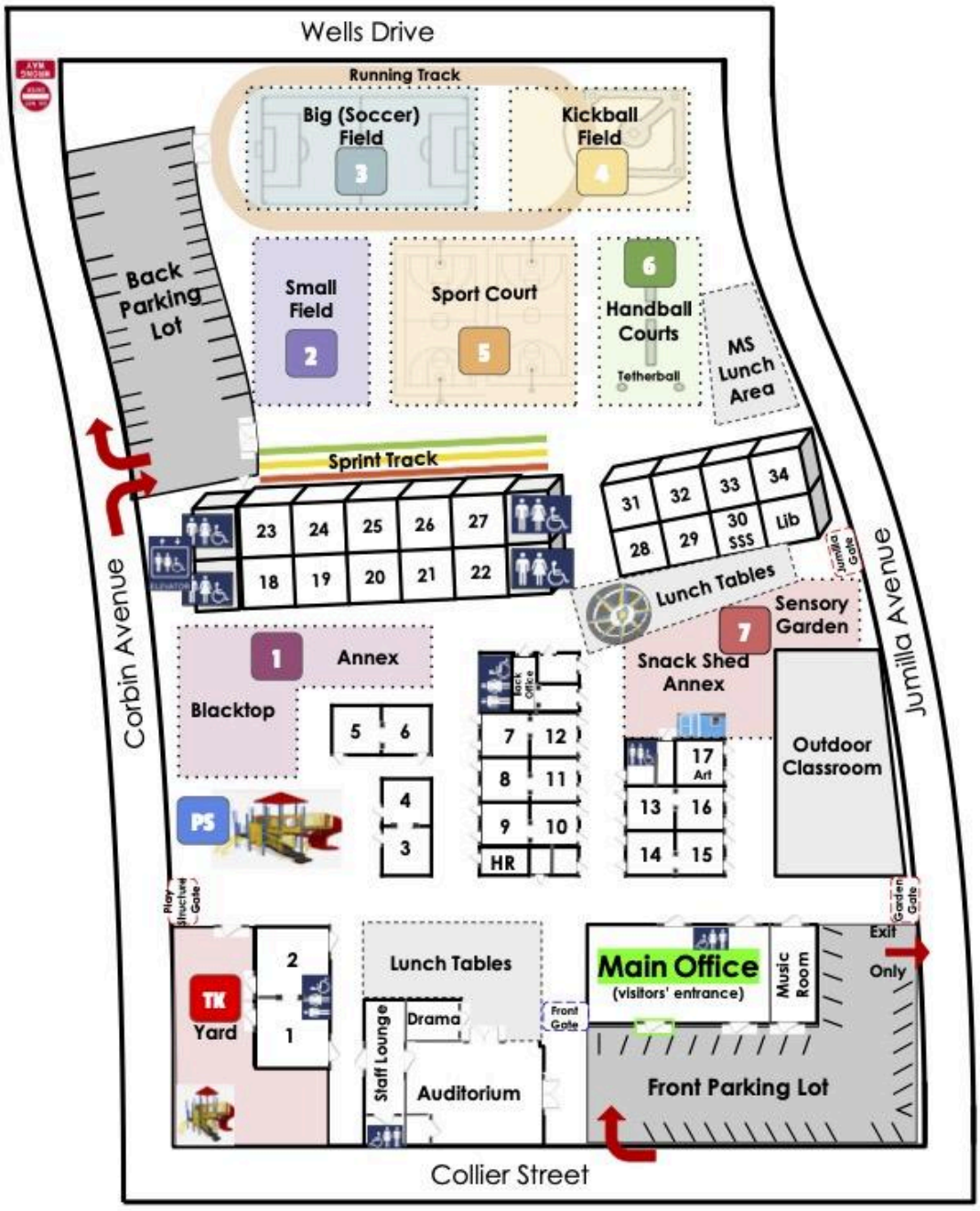
To that end, families should make every effort to resolve complaints in partnership with their child's classroom teacher. If, given the nature of the complaint, this resolution pathway is not appropriate or is ultimately not successful, families may make an appointment to meet with their division principal (Tk-4 or 5-8) in an attempt to resolve their complaint.

If, after an attempt to resolve a conflict with their child's division principal,the resolution is not successful, families may request a meeting with the Executive Director in an attempt to resolve their complaint.

If resolution efforts in partnership with the Executive Director are not successful, parents may contact the CHIME Board of Directors at psmith@chimeinstitute.net or may speak during public comment at a monthly Board of Directors meeting to petition the Board to help resolve their conflict.

APPENDIX

CHIME Charter TK-8 School Map



SCHOOL CALENDAR 2025-2026



5/21/2025 11:53:57

Board Approved March 2025

2025-2026 BELL SCHEDULES

Bell Schedules 2025 - 2026
Elementary



Regular Day/Short Tuesday

Grade	Recess	Eat	Play
TK	9:45 - 10:00	11:15 - 11:30	11:30 - 11:45
K	9:40 - 10:00	11:25 - 11:40	11:40 - 12:05
1	10:00 - 10:20	11:50 - 12:05	12:05 - 12:30
2	10:20 - 10:40	12:05 - 12:20	12:20 - 12:45
3	10:20 - 10:40	12:30 - 12:45	12:45 - 1:10
4	10:20 - 10:40	12:10 - 12:25	12:25 - 12:50
5	10:40 - 11:00	12:10 - 12:25	12:25 - 12:50

Minimum Day

Grade	Break
TK	TBD
K	9:45 - 10:15
1	9:45 - 10:15
2	10:15 - 10:45
3	10:15 - 10:45
4	11:00 - 11:30
5	11:00 - 11:30
MS	10:20 - 11:00

Revised 6/20/25

Bell Schedules 2024 - 2025
Middle School

Monday

Per. 1	8:10 - 8:55
Per. 2	9:00 - 9:45
Break	9:45 - 10:05
Per. 3	10:10 - 10:55
Per. 4	11:00 - 11:45
Lunch	11:45 - 12:25
Advisory	12:30 - 1:15
Per. 5	1:20 - 2:05
Per. 6	2:10 - 2:55

Tuesday - Friday

Per. 1/4	8:10 - 9:30
Break	9:30 - 9:45
Per. 2/5	9:50 - 11:10
Break	11:10 - 11:25
Per. 3/6	11:30 - 12:50
Lunch	12:50 - 1:30
Advisory	1:35 - 2:10
Academic Enrichment	2:15 - 2:55

Short Tuesdays

Per. 1	8:10 - 9:35
Break	9:35 - 9:55
Per. 2	10:00 - 11:25
Lunch	11:25 - 12:00
Per. 3	12:05 - 1:30

Minimum Day

Per. 1	8:10 - 8:50
Per. 2	8:55 - 9:35
Per. 4	9:40 - 10:20
Break	10:20 - 11:00
Per. 5	11:05 - 11:45
Per. 6	11:50 - 12:30

CHIME DISCIPLINE MATRIX AND SWIS REFERRALS

SWIS referrals are used to report and track ongoing behavioral interventions. Behaviors that can be SWIS-ed fall into two categories: minor and major

CHIME will use a progressive discipline method to address SWIS referrals.

Teacher/Para managed SWIS referrals (minor)	**Admin managed SWIS referrals (major)**
Cell phone use (in class or out) Defiance (work refusal, talking back, not following directions) Disrespect (being rude or dismissive) Disruption (talking over others, making loud noises, wandering around and distracting others) Inappropriate language (cursing, sexualized language, inappropriate jokes not aimed at an individual) Out of assigned area (breaks/lunch) Physical contact (horseplay, Mutual play fighting) Tardies (multiple, already on-campus) Technology violations (not using computers for their intended use)	Abusive language/inappropriate language/profanity aimed at another (name calling, swearing at someone) Academic dishonesty (copying someone else's work, using AI) Bullying (repeated, unwanted interactions) Fighting (mutual participation in physical violence) Harassment (disrespectful messages in any format against any protected class) Lying (includes forgery) Physical aggression (physical contact where injury can occur) Property damage/vandalism Skipping class/truant Theft Threatening behavior (causing fear of injury or harm to people and property)

Updated Fall 2024

Progressive Discipline progression for major referrals:

Referral #	Consequence
1st and 2nd	• Conference with student • Restorative practices • Educational component (understanding the why) • Loss of privilege • Possible CICO • Parent notification
3rd	• All of the above • Possible in-house suspension
4th	• All of the above • Possible out-of-school suspension
5th	• All of the above • Possible family meeting with the executive director

While we strive to utilize a progressive discipline approach, there are times when an act can be of such an intense or egregious nature that the consequence required reflects the intensity of the behavior rather than the frequency. This decision is at the discretion of the responding administrator.

Updated Fall 2024

Progressive Discipline progression for minor (staff managed) referrals:

Referral #s	Response
1st and 2nd	• Conference with student • Restorative practices • Educational component (understanding the why)
3rd through 5th	• All of the above • Parent notification • Possible parent conference with teachers • Possible loss of privilege
6th through 10th	• All of the above • Parent conference with admin • CICO system implemented
Over 10 in one semester	• All of the above • Possible in-house/out-of-school suspension • Possible family meeting with the executive director

Updated Fall 2024

HARMFUL LANGUAGE MATRIX

Harmful language is defined as name-calling and/or targeted teasing. It can also include the use of words designed to insult or demean someone's race, religion, ethnicity, disability, sexual orientation, and/or gender.

Offense	Response

1st	• Restorative practices
	  ○ Circle with peer (when appropriate)
	  ○ Educational component (understanding the why)
	• Parent notification
	• Document in SWIS

2nd	• All of the above • Harmful language interview • Loss of privilege (recess/lunch) • Possible admin meeting with family
3rd	• All of the above • Possible in-house suspension (full or partial day)
4th	• All of the above • Possible out-of-school suspension
5th	• All of the above • Possible meeting with Executive Director and family